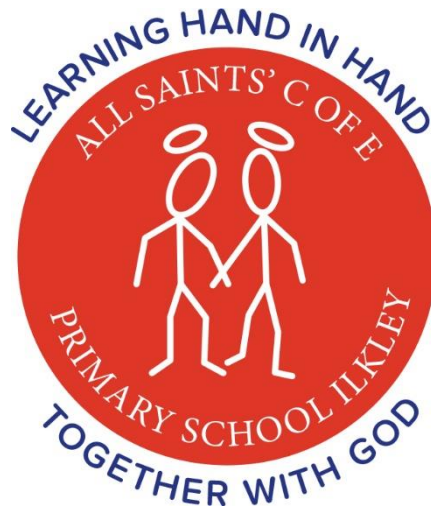


All Saints' CE Primary School



Vision

Learning hand in hand together with God.

Values

Hopeful school through honesty, forgiveness and trust
Achieving school through resilience, respect and ambition
Nurturing school through care, compassion and friendships
Developing school through wisdom, faith and fun
Sharing school through kindness, celebration and love

Positive Behaviour Policy

Written: H Dunn, Headteacher

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Ratified by: FGB

Review date: July 2024



All Saints' Primary School is committed to safeguarding and promoting the well-being of all children & expects our staff and volunteers to share this commitment.

Statement of Intent

All Saints' Primary School Primary School believes that the development and fostering of positive relationships is central to high quality teaching and learning. We believe that the respect modelled, given and received by and towards our children and adults, develops the positive behaviour for learning and prepares our children with the skills to be successful in life.

Aims

The aim of this policy is to support staff, parents and Governors in providing a purposeful school environment which is conducive to effective teaching and learning and in line with Keeping Children Safe In Education 2023, to provide a safe environment in which pupils can learn. It will allow children to grow into respectful, responsible young people who are able to make informed choices. It is based on a positive approach to behaviour management and a firm partnership between home and school.

We aim to:-

- Facilitate and nurture a calm, respectful, purposeful and happy environment, which encourages each individual to achieve their potential and feel valued
- Promote a culture of praise and encouragement where respect and kindness are key
- Nurture our children; promoting positive self-esteem
- Create a fair and consistent approach to developing positive behaviour, which centres upon mutual respect
- Ensure that our children are intrinsically motivated to make appropriate choices.

School Values

We have school values which underpin our Christian ethos and the expected behaviour of all. They are easily understood and adhered to by all at school:

Hopeful school through honesty, forgiveness and trust,

Achieving school through resilience, respect and ambition,

Nurturing school through care, compassion and friendships,

Developing school through wisdom, faith and fun,

Sharing school through kindness, celebration and love.

At playtimes and lunchtimes, as well as at Before and After School Club, we continue to adhere to our school values.

Rewards

Although we expect pupils to behave well at all times without requiring a reward as an incentive, rewards may be given out for high standards of personal and social behaviour which include: caring, sharing, collaboration, cooperation, politeness, hard work and consistent effort. Rewards include:

- Adult and peer praise
- Stamps, stickers etc...
- House points
- Visiting Headteacher/Deputy Headteacher/Assistant Head
- Headteacher awards



Restorative Approach

Our Positive Behaviour Policy is not primarily concerned with rule enforcement. It is a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn.

Restorative approaches are based on four key features:

RESPECT- for everyone by listening to other opinions and learning to value them

RESPONSIBILITY - taking responsibility for your own actions

REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education

Our restorative approach encourages everyone to take responsibility for the ways in which they choose to behave.

Any time where children need further support to correct their behaviour the following process will be applied. This will be consistent across all year groups and across **all** adult interactions with children when encouraging children to make positive choices. Consistency is crucial in ensuring the success of the 'Positive Behaviour Policy'.

“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority.” Paul Dix

This is the process:

1- Private Reminders- for individual children

In the first instance, where the expected behaviour is not being demonstrated such as not being respectful by talking whilst the teacher or another pupil is talking, children are given a private reminder. Children can be given up to 3 quiet, private reminders, each becoming slightly firmer.

If appropriate to the context and age of the child, then 'Time for Reflection' should be used.

In the case of an incident that occurs without a build-up, such as if conflict arrives, over low level issues i.e. friendship breakups, disputes over games, then **restorative enquiry** should take place:

Traditional Approach

What's happened?

Who's to blame?

How should we punish them?

Restorative Approach

What's happened?

Who's been harmed and in what way?

What needs to happen in order to put things right?

How can we ensure that this does not happen again?

2- Restorative Conversation



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When using restorative questioning in a restorative conversation, the following questions will always be asked in a quiet and appropriate area of the learning space. Questions will be asked to the person who has been 'wrongly done to' (and to the person who has behaved inappropriately, if appropriate), examples of which include, and follow a complete process such as this:

- ❖ Tell me what happened?
- ❖ What were you thinking at the time?
- ❖ And now? What are you thinking now?
- ❖ How did you feel? How do you feel now?
- ❖ Who else has been affected?
- ❖ What do you need / need to do to fix this / move on?

During this process, the following expectations apply:

- Only one person talks at a time.
- No interrupting.
- Be respectful to each other.
- Listen carefully to each other.
- Confidentiality - explain that this is between the people involved (plus parents if required).
- Be aware of any matters in respect of Safeguarding - if something is disclosed appropriate measures in line with Safeguarding policy.
- If young people do not respond or are still/become angry, this process stops and is attempted again once the parties are calm.
- Notes are added to CPOMS

If **multiple restorative conversations occur in one week or there are concerns around the general behaviour of a pupil**, then this is cause to alert Phase Leaders and for the teacher themselves to inform parents, as long as harm has not been caused to another person.

The Headteacher must always be informed if any member of our school community is physically hurt. This must be recorded on CPOMS.

Consequences will be appropriate and will be chosen and agreed between all participants involved. A consequence will not be associated with a curriculum area e.g. writing lines, reading, learning times tables.

Children with EHCP's, or specific social-emotional difficulties such as those associated with attachment and trauma will need bespoke support and professional conduct will be important in determining how restorative conversations will take place, as this script may not always be able to be followed in the way outlined above. Staff will seek support from the SENDCo where necessary.

3-Restorative Conference

If incidents are sustained or recur a 'Restorative Conference' may need to take place with all the appropriate affected people – adopting a solution focussed approach. This will include the adults involved, the class teacher and also the Phase Leader or the SENDCo, if appropriate.



Consequences

A variety of consequences may be used, depending upon the age and maturity of the child and at the discretion of the teacher:

- Remove from the situation and support with self-regulation.
- Facilitate time to 'repair', restore and re-build the relationship with the aggrieved, if appropriate
- A meeting with the Phase lead or Assistant Head teacher with targets set for improvement
- A meeting with the Deputy Headteacher or Headteacher where targets have not been met
- Internal suspensions may be utilised when children refuse to work or behave in a way that compromises the safety of others. This can take many forms depending on the context and upon the needs and circumstances surrounding the child.
- Reasons for internal suspension:
 - Refusal to learn and complete activities or disrupting the learning of others
 - Causing a compromise to the safety of others or wilful destruction of school property
 - Harming another individual
 - Continually requiring to be engaged in 'restorative conversations'
- The Headteacher and Deputy Headteacher have the discretion to introduce other sanctions appropriate to the nature of the incident.
- Pupils should always be supported to understand why their behaviour is unacceptable. Reminders should be clear and firm and phrased in positive language, with desired behaviour rewarded and reinforced.

Exclusions

Under the 2011 Education Act, it may be necessary for the Headteacher to suspend a pupil from school or permanently exclude them.

Children with Additional Needs

The consequences above apply equally to children with special needs. However, children with special needs related to behaviour will have a personalised behaviour plan, with bespoke strategies for effective behaviour management. The SENDCo will work with class teachers and parents and children if the restorative approach is not enough to support the additional needs of some of our pupils. Where necessary, support from other agencies will be sought such as SCIL and Educational Psychologists.

In some cases, children may have an EHCP which have specific, personalised targets and strategies that are personalised to ensure pupil success. We will collaborate with agencies and parents to review such plans and the impact of strategies regularly.

It is most important for all children to see parents and staff working together to establish socially acceptable attitudes and mutual respect for all members of the community. We have good home/school links which we actively encourage at all times.

We value and respect the partnership with parents and appreciate parental support in reinforcing the principles of this Positive Behaviour Policy at home. However, we also appreciate that, on occasion, parents



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may disagree with the way in which a situation has been handled, or the outcome of an incident in school. We welcome respectful and polite discussion, which is open and constructive.

Parental Communication

Parents must be informed by the class teacher when multiple restorative conversations have taken place over one week.

Additionally, feedback to parents will be given when a child has been harmed. Both the parents of the child who has been harmed, and of the child who harmed the other party, must be informed.

This must also be recorded on CPOMS and all members of the SLT and class teachers should be notified.

It should always be made clear to the parent that the situation was dealt with in a restorative manner and that the situation has been resolved.

Bullying or Child on Child Abuse

(Please see separate 'Positive Relationships Policy' for anti-bullying guidance)

We define bullying as deliberately hurtful behaviour towards an individual child (or children) which is repeated over time – several times on purpose (STOP). As well as bullying and physical violence child on child abuse could include sexual violence (including any type of harmful sexual behaviour), sexual harassment or sexist and inappropriate comments. These may sometimes take place out of school time. Bullying or child on child abuse will never be tolerated in or out of school and any reports or concerns will always be dealt with seriously, but proportionally. Children should be encouraged to always tell an adult if they are being bullied or have experienced other forms of child on child abuse or if they know of someone who is.

When a case of child on child, sexual abuse or harassment is reported:

- it will always be investigated by an adult.
- all reports and concerns will be taken seriously.
- low-level incidents such as a sexist comment will be dealt with following the restorative approach for dealing with inappropriate behaviour detailed in this policy.
- more serious allegations will be referred to the Headteacher or Deputy Headteacher.
- the incident will be investigated sensitively, considering the safety and welfare of both the victim and the alleged perpetrator, following the guidance in the Keeping Children in Education 2023 document.
- parents will be notified and depending on the severity of the report, other agencies such as early help, social care or the police may need to be notified.
- support will be given to the children involved and any sanction will be considered and proportionate considering the age of the children and nature of the allegation. Sanctions may include restorative time as detailed below or in more serious cases suspension or exclusion.
- the situation will be monitored to ensure both the victim and perpetrator have ongoing support where necessary.



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Unacceptable Behaviour

- Under no circumstances will illegal or inappropriate items be brought into school, and all children will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in serious action:
- Verbal abuse to staff and others.
- Verbal abuse to children.
- Physical abuse to/attack on staff.
- Physical abuse to/attack on children.
- Bullying (including cyberbullying in any form which takes place both in and out of school).
- Damage to property with intent.
- Misuse of illegal or legal drugs.
- Theft.
- Serious actual or threatened violence against another child or a member of staff
- Sexual abuse or assault.
- Supplying an illegal or legal drug.
- Carrying an offensive weapon.
- Arson.
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the child's behaviour.

Confiscation

Any prohibited items found in children's possession will be confiscated. These items will not be returned to children. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to children after discussion with senior leaders and parents, if appropriate. Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for. Searching and screening children is conducted in line with the DfE's latest guidance on searching, screening and confiscation

Use of Reasonable Force

The Department for Education has a 'Use of Reasonable Force' document which states that schools are able to use reasonable force when it is necessary to do so. For instance, to physically separate pupils found fighting or if a pupil is causing harm to themselves, other children or adults, then the use of reasonable force will be applied as necessary and proportionate to keep everyone safe.



Roles and Responsibilities

Class Teachers and Learning Support Assistants

Facilitate the day to day management of pupils in their own classes and around school.

Model and promote desired behaviour.

Set time aside for 1-1 discussions so that children feel valued and secure

Be consistent but firm and fair.

Liaise with the Senior Leadership Team and parents as appropriate.

To implement strategies outlined in behaviour plans and EHCPs.

Headteacher

Monitor implementation and effectiveness of policy.

Support the induction of new staff and all staff in effectively managing behaviour.

SENDCO

Advise on behaviour management to ensure the inclusion of all learners.

Provide support for children with specific behaviour problems.

Formulate Individual Behaviour Plans and feed into EHCPs and reviews and any parental feedback and involvement

Support pupils in achieving individual targets taken from an EHCP or behaviour plan.

Pupils will:

Be Ready

Be Respectful

Be Kind

Governors

Ensure the policy is fairly and consistently implemented.

Support the Headteacher and staff in implementing the Policy.

Receive regular reports from the Headteacher about the effectiveness of this policy and the impact upon relationships and learning across school.

Receive information about any serious incidents and suspensions and exclusions.

Equal Opportunities

A fundamental aim of this policy is to enable all children to have full access to the curriculum and other activities in a safe and secure environment. When acute needs are identified in a pupil, we will liaise with external agencies and plan support under consultation with the child, parents, staff who work with the children and will review this regularly, in response to how the child presents.

Monitoring and Evaluation

The implementation of this policy will be monitored by the Headteacher, Deputy Head teacher and Assistant Headteacher. Its success will be monitored by all staff, Governors, school council and by formal and informal feedback from parents.

This policy is available on the school website and via request at the school office.